



Universitas Negeri Surabaya
Faculty of Engineering,
Building Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Learning Planning	8320503163		T=3 P=0 ECTS=4.77	5	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.																																
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	This course provides an understanding of the concept of instructional planning and development, instructional development models, the role of learning theory, learning media, and learning evaluation, syllabus preparation and lesson plans. Learning is carried out by applying a constructivist approach. The learning activity ends with an exercise in making learning tools.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Supporting lecturer	NANIK ESTIDARSANI Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd. Prof. Dr. Suparji, S.Pd., M.Pd.																																				
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																														
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	Understand the basic concepts of planning and learning planning	<ol style="list-style-type: none"> 1.Explains the basic concepts of planning and learning planning 2.Explain the purpose and benefits of planning and learning planning. 3.Describe the scope of planning and learning planning. 	Criteria: <ol style="list-style-type: none"> 1.Criteria: 2.Correct oral questions are given a score which is part of the Participation SCORE 	Lectures, discussions, questions and answers, and presentations 3 X 50			0%
2	Understand the instructional design systems approach	<ol style="list-style-type: none"> 1.Explain the definition of an instructional design system 2.Explain several types of instructional design systems 3.Explains the steps in developing the PPSI, Dick & Carry, Briggs, and JE Kemp models. 	Criteria: <ol style="list-style-type: none"> 1.Criteria: 2.Correct oral questions are given a score which is part of the Participation SCORE 	Lectures, discussions, questions and answers, and presentations 3 X 50			0%
3	Understand the characteristics of students	Explain the characteristics of students from physical, social, moral, cultural, emotional and intellectual aspects.	Criteria: <ol style="list-style-type: none"> 1.Criteria: 2.Correct oral questions are given a score which is part of the Participation SCORE 	Lectures, discussions, questions and answers, and presentations 3 X 50			0%
4	Understand the concept of the 2013 Vocational School curriculum	<ol style="list-style-type: none"> 1.Explain the reasons for changes to the 2013 curriculum 2.Explain the differences between the 2013 curriculum and KTSP 3.Explain the demands of the 2013 curriculum 	Criteria: <ol style="list-style-type: none"> 1.Criteria: 2.Correct oral questions are given a score which is part of the Participation SCORE written questions as TakeHome related indicators with a rating of 0-100 (30%) 	Lectures, discussions, questions and answers, exercises and presentations 3 X 50			0%
5	Understand the substance of the 2013 SMK curriculum	<ol style="list-style-type: none"> 1.Explain the structure of the 2013 Vocational School curriculum 2.Explains the concepts of KI - 1, KI-2, KI-3, and KI-4. 3.Explains KD for KI -1, KI-2, KI-3, and KI-4. 4.Explain the form and demands of the syllabus and RPP 	Criteria: <ol style="list-style-type: none"> 1.Criteria: 2.Correct oral questions are given a score which is part of the Participation SCORE presentation of assignment results related to the school curriculum where the Teaching Practice is located in the Surabaya area 	Lectures, discussions, questions and answers, exercises and presentations 3 X 50			0%

6	Understand the development process for Modules/handouts, LKS, Media, and LP	<ol style="list-style-type: none"> 1.Explain the Module/handout development process 2.Explain the process of developing LKS 3.Explains the Media development process 4.Explains the LP development process 	Criteria: <ol style="list-style-type: none"> 1.Criteria: 2.Correct oral questions are given a score which is part of the Participation SCORE. The presentation score is part of the UTS 	Lectures, discussions, questions and answers, exercises and presentations 3 X 50			0%
7	Understand the development process for Modules/handouts, LKS, Media, and LP	<ol style="list-style-type: none"> 1.Explain the Module/handout development process 2.Explain the process of developing LKS 3.Explains the Media development process 4.Explains the LP development process 		Lectures, discussions, questions and answers, and presentations 3 X 50			0%
8	UTS	UTS	Criteria: 100 marks, if you do all the questions correctly	3 X 50 test			0%
9	Understand the syllabus development process based on the 2013 curriculum	<ol style="list-style-type: none"> 1.Explain the syllabus development process 2.Skilled in developing syllabi based on the 2013 curriculum 		Lectures, discussions, questions and answers, presentations and 3 X 50 exercises			0%
10	Understand the syllabus development process based on the 2013 curriculum	<ol style="list-style-type: none"> 1.Explain the syllabus development process 2.Skilled in developing syllabi based on the 2013 curriculum 		Lectures, discussions, questions and answers, presentations and 3 X 50 exercises			0%
11	Understand the RPP development process based on the 2013 curriculum syllabus	<ol style="list-style-type: none"> 1.Explain the RPP development process 2.Skilled in developing lesson plans based on the 2013 curriculum 		Lectures, discussions, questions and answers, presentations and 3 X 50 exercises			0%
12	Understand the RPP development process based on the 2013 curriculum syllabus	<ol style="list-style-type: none"> 1.Explain the RPP development process 2.Skilled in developing lesson plans based on the 2013 curriculum 		Lectures, discussions, questions and answers, presentations and 3 X 50 exercises			0%
13	Understand the RPP development process based on the 2013 curriculum syllabus	<ol style="list-style-type: none"> 1.Explain the RPP development process 2.Skilled in developing lesson plans based on the 2013 curriculum 		Lectures, discussions, questions and answers, presentations and 3 X 50 exercises			0%

14	Understand the RPP development process based on the 2013 curriculum syllabus	1.Explain the RPP development process 2.Skilled in developing lesson plans based on the 2013 curriculum		Lectures, discussions, questions and answers, presentations and 3 X 50 exercises			0%
15	Understand the Module development process based on the 2013 curriculum	1.Explains the module development process 2.Skilled in developing modules based on the 2013 curriculum		Lectures, discussions, questions and answers, presentations and 3 X 50 exercises			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.